

Summary of Results and Strategies for Teachers, 2013–2014

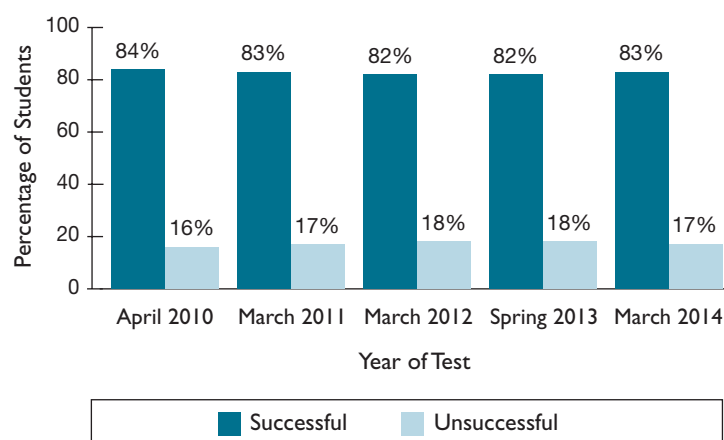
ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT), 2013–2014

First-Time Eligible English-Language Students

Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Apr. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2012 # = 147 306	Spring 2013 # = 143 358	Mar. 2014 # = 141 815	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246	Mar. 2012 # = 137 002	Spring 2013 # = 134 033	Mar. 2014 # = 131 712
SUCCESSFUL	78%	77%	77%	77%	77%	84%	83%	82%	82%	83%
NOT SUCCESSFUL	15%	16%	16%	17%	16%	16%	17%	18%	18%	17%
OVERALL PARTICIPATION RATE	93%	93%	93%	93%	93%					
ABSENT	2%	2%	2%	1%	2%					
DEFERRED	5%	5%	5%	5%	5%					

Success Rates on the OSSLT Over Five Years for First-Time Eligible Students



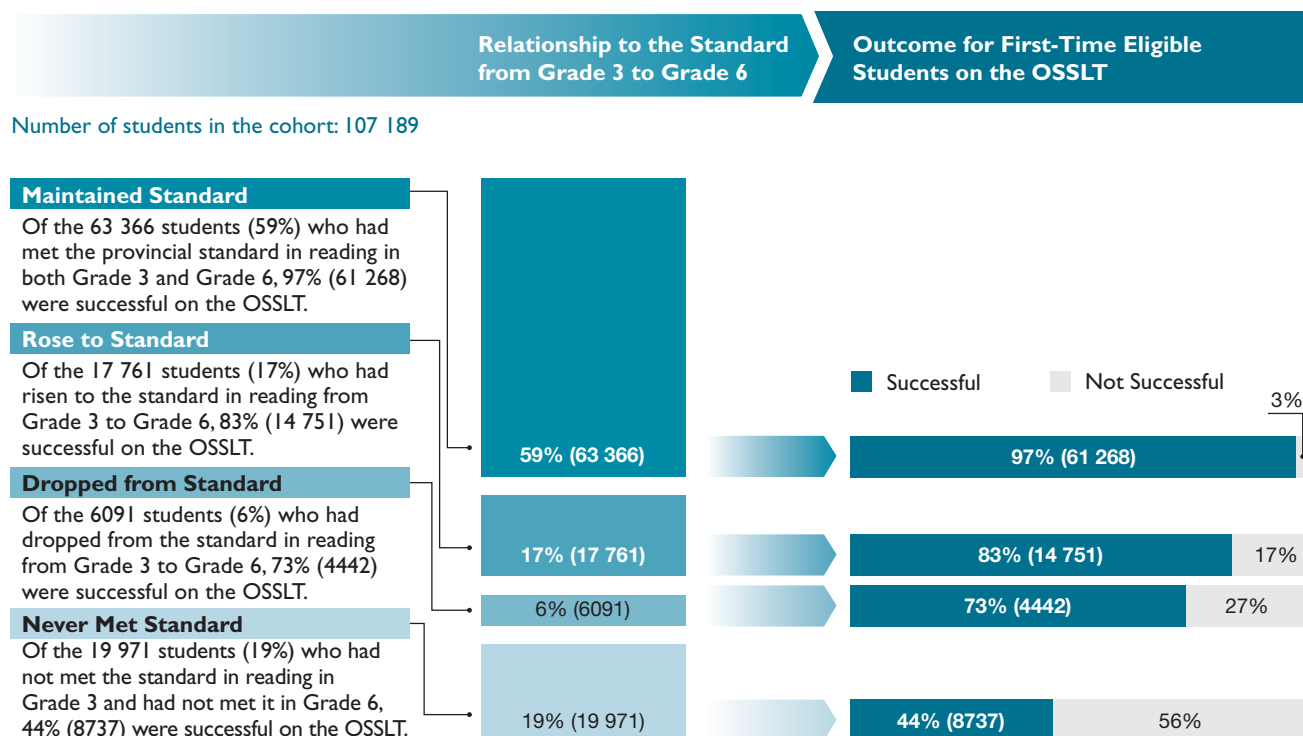
Observations

- Of the 131 712 students who wrote the OSSLT for the first time in 2014, 83% were successful.
- Over the past five years, students have maintained a high level of literacy achievement, with 82% to 84% of fully participating students successful on the OSSLT.

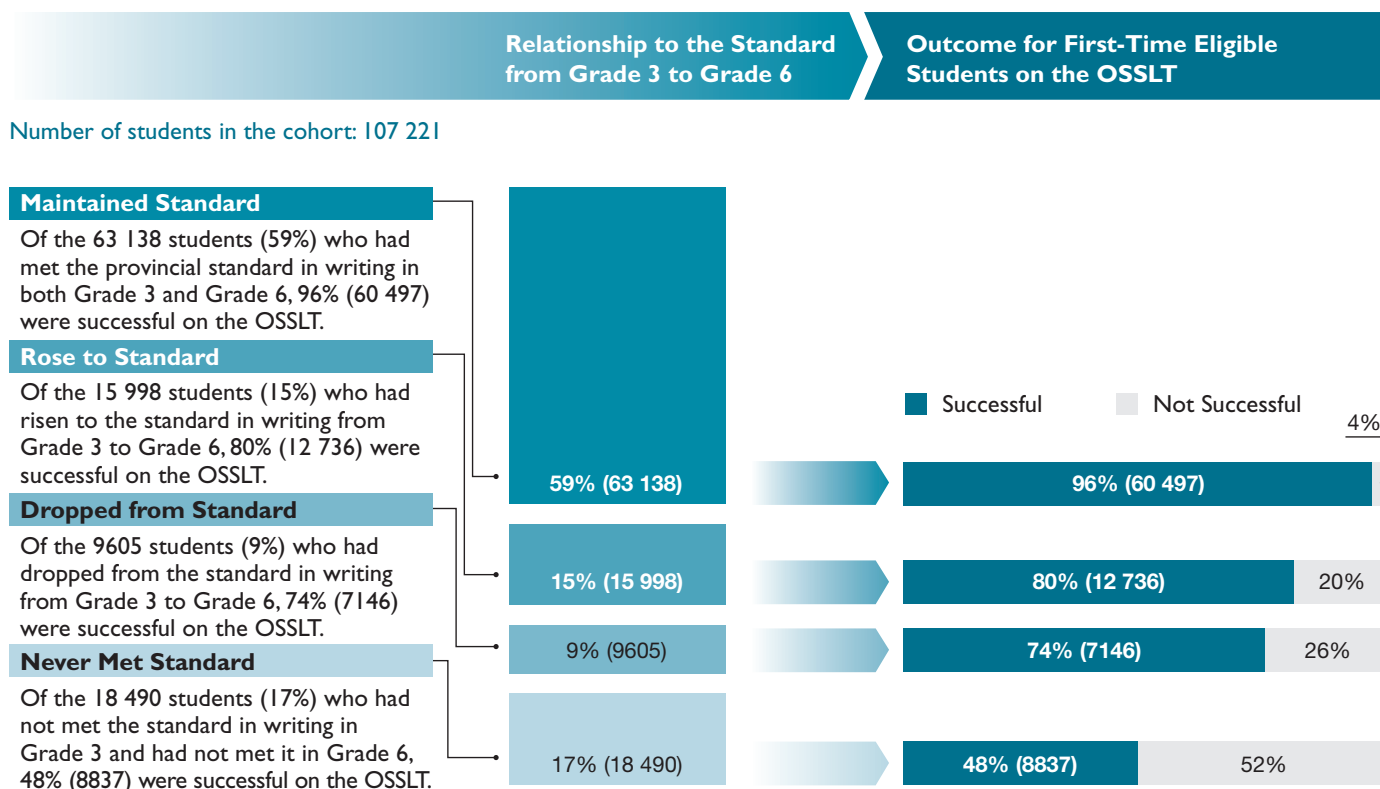
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10 (OSSLT)

READING



WRITING



STRATEGIES FOR TEACHERS

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of **first-time eligible students'** performance on the 2014 Ontario Secondary School Literacy Test (OSSLT) and of performance in previous years, as well as on feedback from scorers of the 2014 OSSLT. Some of the observations refer to released sections of the 2014 OSSLT that can be found on the EQAO Web site.

PREPARING STUDENTS TO WRITE THE OSSLT

According to *Principles for Fair Student Assessment Practices for Education in Canada* (Alberta: Joint Advisory Committee, 1993, p. 19), students must be informed “about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding.” EQAO develops and posts OSSLT preparation materials, including rubrics and previous tests, on the EQAO Web site each year prior to the administration of the test. EQAO depends on schools to ensure each student has the opportunity to use these materials and undertake the test with knowledge of its format and all associated rules.

For more information on the terms and strategies in boldface in the following chart, refer to the List of Resources at the end of the chart.

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: READING

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading texts, the OSSLT focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

	Observations	Strategies for Improvement
Reading	This year, first-time eligible student performance was strongest on multiple-choice questions assessing Reading Skill 1. Performance on this skill improved considerably. Performance on multiple-choice questions assessing Reading Skills 2 and 3 was similar and slightly lower than that for Reading Skill 1. Performance also declined somewhat on Reading Skill 3 from that of 2013. Students performed best on multiple-choice reading questions related to the news report and dialogue. Performance was slightly lower on questions related to the narrative and lowest on questions related to the information paragraph and the graphic text, which received similar scores. Students were most successful on open-response reading questions related to the dialogue. Their performance was similar on the open-response reading questions related to the news report and the information paragraph. However, as in previous years, the open-response reading question related to the information passage had the largest percentage of blanks and off-topic responses.	Reading skills and expectations Whole-school and departmental initiatives What follows are key recommendations for whole-school initiatives to improve reading based on EQAO observations and performance data from the last five years. See the Leaders Connect tip sheets found at www.edugains.ca for a description of how school and system leaders can support literacy learning and improvement through observation, planning and strategy implementation. Use Ministry resources that provide lessons on concept attainment to support students' acquisition of complex subject-specific concepts (e.g., “element,” “socialism,” “sustainability,” “thesis”) and the terms that relate to them. Use templates such as Frayer charts to help students build academic vocabulary in all courses. To enhance comprehension of texts of all types and to build ability to make inferences, commit to a whole-school focus on summarizing. Provide students with multiple opportunities, after reading, to summarize texts by identifying the main idea and relevant supporting details.

	Observations	Strategies for Improvement
Reading (continued)	On average, students performed somewhat better on the two open-response reading questions measuring Reading Skill 2 than they did on the two measuring Reading Skill 3. Scorers recommended that students do the following on open-response reading items: • write for an audience that they believe is unfamiliar with the selection, so that they are forced to make their responses specific; • practise paraphrasing information and providing relevant excerpts of citations instead of referencing paragraph numbers from selections, as the latter does not provide the evidence needed to achieve a high score; • use closing sentences to explain how their specific evidence supports their response and • score previous OSSLT anchors, highlighting responses and evidence in different colours in order to clearly see what and how much relevant information is provided.	Reading skills and strategies (continued) Model how to look for organizational patterns and relationships between ideas. To do so, provide direct instruction in finding content and function words that help students understand how material is organized. Provide subject-specific support using the <i>Think Literacy</i> subject-specific examples when teaching strategies for summarizing texts (e.g., highlighting text; using the “I Read/I Think/Therefore” strategy to analyze, infer and draw conclusions from subject-specific texts). Refer to the EduGAINS video resource “Summarizing and Notetaking in Secondary Science” for additional ideas on how to support students with this strategy across every subject area. Commit to a department-based focus on two or three additional key reading strategies found in the <i>Think Literacy</i> resource documents. In all subjects, increase opportunities for students to analyze text forms and elements of all types, with an emphasis on reading graphic texts. Have students identify the principles of and patterns for illustrating data and abstract information in graphic form and to explain how these principles and patterns enhance understanding. Have students find subject-related graphic texts on the Internet and share how these relate to information studied in class. Provide opportunities to transform appropriate information texts into graphic texts and vice versa.
	An analysis of the performances of all student groups shows that they follow the same trends as those of the student population as a whole, with the following exceptions: This year, within the first-time eligible population as a whole, males and females performed about equally well on multiple-choice reading questions related to all text types except the dialogue, on which females slightly outperformed males. While males slightly outperformed females on nine out of 30 multiple-choice reading questions, females continued to outperform males on all open-response reading questions, with a gap of between five and 14 percentage points at the top code.	Student groups To help all students practice responding to different types of questions, use the differentiated learning structures and supports available on the EduGAINS Web site. For example, design cubes with sides that feature different types of questions about texts (e.g., analyze, interpret, summarize information, identify point of view) so that students can respond according to the side they roll. Refer to the supports for boys’ literacy resources provided by the Ministry of Education for ideas about encouraging writing and reading. Provide students with opportunities to use multimedia communication technologies to demonstrate their learning. In addition, identify the degree to which boys’ underachievement intersects with other factors (e.g., course level, socio-economic status, culture) in order to determine which interventions are most effective for struggling readers and students at risk.

	Observations	Strategies for Improvement
Reading (continued)	As in previous years, English language learners outperformed the general population on the open-response question related to the information paragraph, and they performed similarly to the general population on all other questions. A significant gap in reading performance on all reading questions continued this year between students in academic and applied programs. The largest gap on multiple-choice reading questions was on those related to the graphic text. On open-response reading questions, it was on those related to the dialogue. The smallest performance gap between students with special education needs and first-time eligible students in general was on multiple-choice reading questions related to the information paragraph; the largest was on questions related to the graphic text. Students with special education needs had the greatest difficulty on open-response reading questions related to the dialogue.	Student groups (continued) Adopt practices used in schools with small gender gaps in their OSSLT results and described in EQAO's research study on gender differences in literacy. To assist English language learners and students with special education needs, continue to incorporate visual tools (e.g., concept maps), academic vocabulary tools (e.g., words walls) and scaffolds (e.g., paragraph frames) in all subject areas.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: WRITING

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations	Strategies for Improvement
Writing	Scores were about the same on multiple-choice writing questions assessing the identification of the main idea and supporting details (Writing Skill 1) and on questions assessing accurate use of conventions (Writing Skill 3). Students performed less well on questions assessing organization (Writing Skill 2). Students have shown considerable improvement since 2012 on multiple-choice questions assessing Writing Skill 3 and some improvement on those assessing Writing Skill 2. Since 2013, performance has varied somewhat for topic development on the two short-writing tasks. Performance for use of conventions on both tasks has been about the same and has decreased slightly over the last two years. The majority of students scored a Code 30 for topic development on the <i>Booklet 1</i> short-writing task, but fewer than 50% did so on the <i>Booklet 2</i> short-writing task. The average performance rate for both tasks has varied over time. As in 2012 and 2013, on the long-writing tasks, students were somewhat more successful on the series of paragraphs expressing an opinion than on the news report. Scores were slightly higher for both tasks than in 2013. Over 50% of all first-time eligible students received a score of either Code 50 or 60 for topic development on the series of paragraphs, confirming that they had generated several ideas and developed each with sufficient specific and, frequently, thoughtful details. Their work also demonstrated evidence of organization through the use of transitional words and phrases. Scores at these codes for both long-writing tasks were at a five-year high, and have increased significantly since 2013. Performance on the use of conventions for both the short- and the long-writing tasks has varied considerably over the last five years. This year it remained the same as in 2013 for the former and improved for the latter.	Writing skills Whole-school and departmental initiatives What follows are key recommendations, based on EQAO observations and performance data over the last five years, for whole-school initiatives to improve writing. In order to understand cross-curricular student needs in writing better and to plan next steps, have teachers in all subjects and grades collaborate to establish a common vocabulary and assessment standards and to give feedback about assignments that require a written response. Refer to the Communications category of all subject-based achievement charts to identify how their criteria inform and support writing instruction and assessment. Use Ministry videos and learning resources about moderated marking and collaborative teacher inquiry to establish and fine-tune criteria for effective writing across all subjects. Departmentally, build a collection of exemplars that feature subject-specific writing tasks and related criteria. Have students examine these exemplars to identify features of their form and to determine how effectively content is organized and developed in each. Involve all students in defining the criteria for effective work using the Communications category of subject-based achievement charts and language that is meaningful to them. Use Ministry video resources and <i>Growing Success</i> for ideas on how to assess for learning, provide specific descriptive feedback on subject-specific writing tasks and provide opportunities for students to assess themselves and their peers and develop their own learning goals.

	Observations	Strategies for Improvement
Writing (continued)	Scorers noted the need to answer all components of the short-writing prompts (e.g., identify and explain) in order to receive a high score. The scorers also noted the need for students to identify differences between vague and specific development of ideas in writing. Providing adequate relevant content continues to be the key factor in successful topic development and effective writing both for EQAO assessments and across all academic subjects.	Writing skills (continued) In all subject areas, to help students build the knowledge necessary to generate ideas and develop writing content, use writing to learn activities (e.g., “Listen-Stop-and-Write,” Admit and Exit slips). Writing to learn helps students articulate questions, make connections between new and prior knowledge, summarize information and consolidate their thinking about subject matter. Short daily writing tasks can also build fluency and proficiency with this skill. Subsequently, follow up with hands-on activities for generating and building content, such as those suggested in the Think Literacy subject-specific examples. Provide direct instruction in identifying and using the variety of writing forms and elements and the organizational patterns needed to write for different purposes (e.g., compare/contrast, definition or process, chronological order or order of importance). Review the transitional words and phrases that signal and help structure specific patterns (e.g., “on the one hand” or “on the other hand”; “at first,” “then,” “subsequently”). Use writing templates such as RAFTS to help students understand the relationship between text forms, content, audience, purpose and writing focus. Have students analyze models, both print and electronic, to clarify the characteristics of various non-fiction writing forms. Have students examine how various types of persuasive writing are similar and different (e.g., editorial and movie review, news report and science report).

	Observations	Strategies for Improvement
Writing (continued)	An analysis of the performances of all student groups on both short-writing tasks shows that they follow the same trends as the student population as a whole. However, there were some exceptions: This year on the two short-writing tasks, the performance gap between the genders increased. At the top code, females continued to outperform males by 10 and 14 percentage points on topic development for the two short-writing tasks and by approximately 6.5 percentage points for the use of conventions on both tasks combined. For the two long-writing tasks, females continued to substantially outperform males at the top code for both topic development and conventions. For both short-writing tasks, the majority of English language learners scored a top code for both topic development and use of conventions. The majority of students with special education needs and students in applied-level courses scored a top code on one of the short-writing tasks for topic development and on both for use of conventions. Approximately 30% scored a top code for topic development on the second short-writing task. On both short- and long-writing tasks, there continues to be a significant gap in performance for both topic development and conventions between students in academic and applied programs. For topic development on short-writing tasks, the gap between the two groups has increased overall since 2011.	Student groups Harness students' need for social interaction and expose English language learners to frequent purposeful talk by providing discussion structures (e.g., four corners, jigsaw) that help students learn how to develop ideas and opinions and to generate sufficient supporting details on a subject. Provide frequent opportunities for developing thinking skills through higher-level questioning. Teach students with special education needs concrete strategies for developing questions of their own. Break down complex tasks using the strategy implementation continuum (model, share and guide before assessing independent use of a strategy or skill) when introducing and reviewing reading and writing strategies.

GENERAL OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

	Observations	Strategies for Improvement
Lack of Success	Since 2012, the overall performance gap between successful and unsuccessful students has continued to decrease moderately for Reading Skill 2. Since 2013, it has remained about the same for Reading Skill 3 and has increased for Reading Skill 1. A significant performance gap continued between unsuccessful students and the general population for multiple-choice reading questions, with the most substantial gap for questions assessing the graphic text. About half of all unsuccessful students received a Code 20 on both open-response reading and short-writing questions, suggesting that a common problem was providing insufficient evidence and detail to demonstrate thorough understanding of the question. Additionally, for long-writing topic development, the majority of unsuccessful students received codes of 30 or 40 on both tasks. For long-writing use of conventions, on average there was a 16-percentage-point performance gap between successful and unsuccessful students. For all writing tasks, scorers noted that those receiving lower codes provided few ideas and did not develop those they did provide adequately. Scorers noted that where there was inadequate topic development, there was little evidence of either organization or the adequate use of the conventions students are expected to have mastered by the end of Grade 9.	Review and use reading strategies to support struggling students from the recent Ministry of Education resource on adolescent literacy. In courses with students whose skills are substantially below grade level, review the key elements of reading fluency. Provide opportunities for struggling students to read a larger number of short texts on a subject, at a variety of reading levels, and to read frequently, both independently and in small groups, in order to build knowledge of vocabulary, information, ideas and language conventions. Ensure that students practise test-taking skills and become familiar with each component of the OSSLT booklets and its specific expectations. This practice should include the following: Review the textual features of the assessments to ensure, for example, that students don't attempt to respond to short-writing prompts by referring to the reading tasks that precede them, which could lead the students to provide irrelevant information. For all writing tasks, encourage students to use the "rough notes" spaces to brainstorm ideas, since the simple task of doing so will help them generate more ideas. Emphasize that students must then transfer their ideas into the lined space provided for the response. Provide timed writing opportunities for each test component, so that students become familiar with the related reading and writing demands and are better able to complete all components of the assessments. Familiarize all students with the success criteria for effective writing. Ensure that they understand what topic development requires. Show writing samples and have students identify the topic. Have them highlight the specific ideas that develop the topic and the details that illustrate and support each idea. Examine the difference between developed and underdeveloped ideas and between vague and specific details. Have students analyze EQAO writing samples at different codes. Give students opportunities to revise samples at lower codes by developing the ideas therein and by adding relevant content. To provide practice and enhance writing, regularly provide topics for pairs to brainstorm and orally rehearse how they would develop these, prior to providing point-form notes.

RESOURCES: OSSLT

EQAO reminds educators to use the following **OSSLT preparation materials** posted on the EQAO Web site to prepare students for writing the test: the *Planning and Preparation Guide*, the “Getting Ready Guide,” the “Released OSSLT Materials” (previous tests and answers), the “Sample Test Materials,” and the “Characteristics of Successful and Unsuccessful Student Performance on the OSSLT.” School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

Resources are listed in alphabetical order by topic.

List of Resources (2014)

Academic vocabulary

- Cummins, J. (2007, June). *Promoting literacy in multilingual contexts* (What Works? Research into Practice Research Monograph 5). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Cummins.pdf>

Adolescent literacy

- Ministry of Education of Ontario. (2012). *Necessary for some: How to help students who struggle with reading* (Adolescent Literacy: Engaging Research and Teaching). Available at http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/AL_Resources/ReadingALERT_8X11.pdf

Assessment for learning

- Ministry of Education of Ontario. (2010). Chapter 4: Assessment for and as learning. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Literacy and Numeracy Secretariat (Producer). (2006, April 27). *Rethinking classroom assessment with purpose in mind* [Webcast]. Available at <http://www.curriculum.org/k-12/en/projects/rethinking-classroom-assessment-with-purpose-in-mind>
- Literacy and Numeracy Secretariat. (2006, April 27). *Rethinking Classroom Assessment with Purpose in Mind: Viewing and discussion guide*. Available at <http://www.curriculum.org/secretariat/files/April27Guide.pdf>

Boys' underachievement

- Martino, W. (2008, April). *Boys' underachievement: Which boys are we talking about?* (What Works? Research into Practice Research Monograph 12). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

Collaborative teacher inquiry

- Literacy and Numeracy Secretariat. (2010, September). *Collaborative teacher inquiry* (Capacity Building Series: Secretariat Special Edition 16). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collaborative_Teacher_Inquiry.pdf

Concept attainment

- Ministry of Education of Ontario. (n.d.). Concept attainment: An inductive thinking strategy [a DI literacy Card]. Available at http://www.edugains.ca/resourcesLIT/DIforLiteracy/DI_Literacy%20Cards.pdf
- Ministry of Education of Ontario. (n.d.). *Critical literacy: Identifying values and beliefs* (Literacy Gains: Transforming Instructional Practice Supports—Grade 9 Applied English). Available at http://www.edugains.ca/resourcesLIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit2_values&beliefs.pdf
- Ministry of Education of Ontario. (2005). The environment and resource management, Grade 12, workplace. In *Think literacy: Cross-curricular approaches, Grades 7–12* (pp. 9–12). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnvironment.pdf>
- Literacy and Numeracy Secretariat. (2010). *Student-led conferences: Viewer's guide* (Literacy and Numeracy Secretariat Webcast Professional Learning Series). Available at <http://www.curriculum.org/secretariat/studentled/files/SLCViewerGuide.pdf>
- See additional resources under “subject-specific support,” below.

Differentiated learning structures

- Ministry of Education of Ontario. (2008). For differentiated learning structures, see various resources on the “Student success: Differentiated instruction” Web site: <http://www.edugains.ca/newsite/di2/index.html>

List of Resources (2014) (continued)

Discussion structures

- Ministry of Education of Ontario. (2004). Oral communication. In *Think literacy: Cross-curricular approaches, Grades 7–12* (pp. 32–40). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLearning.pdf>

English language learners

- Coelho, E. (2007). How long does it take? Lessons from EQAO data on English language learners in Ontario schools. *Inspire: The Journal of Literacy and Numeracy for Ontario*. Available at www.edu.gov.on.ca/eng/literacynumeracy/inspire/equity/ELL_July30.html
- Education Quality and Accountability Office. (2008, Winter). Preparing for the OSSLT. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E>
- Literacy and Numeracy Secretariat (Producer). (2005, December 7). *Teaching and Learning in Multilingual Ontario* [Webcast]. Available at <http://www.curriculum.org/k-12/en/projects/teaching-and-learning-in-multilingual-ontario>
- Ministry of Education of Ontario. (2005). Teach language everywhere: A cross-curricular approach. In *Many roots, many voices: Supporting English language learners in every classroom* (pp. 23–34). Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

Finding content and function words

- Ministry of Education of Ontario. (2005). Finding content and function words. In *Think literacy: Cross-curricular approaches, Grades 7–12: English, Grades 10–12* (pp. 6–15). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>
- See additional resources under “subject-specific support,” below.

Frayer charts

- Ministry of Education of Ontario. (2005). Getting ready to read: Extending vocabulary—the Frayer model. In *Think literacy: Mathematics subject-specific examples, Grades 7–9* (pp. 38–42). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>

Gender differences in literacy

- Klinger, D. A., Shulha, L. A. & Wade-Woolley, L. (2009, March). *Towards an understanding of gender differences in literacy*. Available at http://www.eqao.com/Research/pdf/E/FINAL_ENGLISH_Gender_Gap_Report_As_of_May_11_2010.pdf

Graphic texts

- Ministry of Education of Ontario. (2009). *Differentiated instruction teaching/learning examples: Grade 9 English, applied (ENG1P): Reading graphic text*. Available at http://www.edugains.ca/resourcesDI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Folder%20Eng_GR9_Graphic%20Text.pdf
- Ministry of Education of Ontario. (2009). Grade 9 English, applied (ENG1P): Reading graphic text [Appendices]. In *Differentiated instruction teaching/learning examples*. Available at http://www.edugains.ca/resourcesDI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Appendix%20EngGr9_Graphic%20Text.pdf
- Ministry of Education of Ontario. (2004). *Think literacy: Subject-specific examples, Geography, Grade 7–9*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitGeography9.pdf>
- See additional resources under “subject-specific support,” below.

I read/I think/therefore

- Ministry of Education of Ontario. (2004). Reacting to reading: Drawing conclusions (I read/I think/therefore). In *Think literacy: Cross-curricular approaches, Grades 7–12* (pp. 70–73). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

Leaders Connect

- Ministry of Education of Ontario. (2013, Fall). *Leaders Connect*. Available at <http://www.edugains.ca/resourcesLIT/LeadingChange/LeadersConnect2.pdf>

Main idea

- Ministry of Education of Ontario. (2004). Engaging in reading: Most/least important idea(s) and information. In *Think literacy: Health and physical education, Grades 7–10* (pp. 26–32). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>
- See additional resources under “subject-specific support,” below.

List of Resources (2014) (continued)

Moderated marking

- Literacy and Numeracy Secretariat. (2007, September). *Teacher moderation: Collaborative assessment of student work* (Capacity Building Series: Secretariat Special Edition 2). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- Literacy and Numeracy Secretariat (Producer). (2007, September 10). *Teacher Moderation: Collaborative Assessment of Student Work* [Webcast]. Available at <http://www.curriculum.org/k-12/en/projects/teacher-moderation-collaborative-assessment-of-student-work>

Non-fiction writing

- Literacy and Numeracy Secretariat (Producer). (2008, May 3). Reading conference: Text structure (Part 4: Teaching non-fiction writing, Clip 1). In *High-Yield Strategies to Improve Student Learning* [Webcast]. Available at <http://www.curriculum.org/k-12/en/projects/high-yield-strategies-to-improve-student-learning>
- Literacy and Numeracy Secretariat (Producer). (2008, April 18). Section 1: Connie Wright: Deconstructing a newspaper article. *Non-Fiction Writing* [Webcast]. Available at <http://www.curriculum.org/k-12/en/videos/newspaper-article-deconstruction>
- Literacy and Numeracy Secretariat (Producer). (2008, April 18). Bridget Scime: Report writing. *Non-Fiction Writing* [Webcast]. Available at <http://www.curriculum.org/k-12/en/videos/report-writing-bridget-scime>
- Literacy and Numeracy Secretariat (Producer). (2009, April 21). Dr. Douglas Reeves: Non-fiction writing. *Quality Teaching: It's Intentional* [Webcast]. Available at <http://www.curriculum.org/k-12/en/projects/quality-teaching-its-intentional>
- Ministry of Education of Ontario. (2004). Writing strategies. In *Think literacy: Cross-curricular approaches, Grades 7–12* (pp. 112–122). Available at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/think.html>

Organizational patterns and relationships between ideas

- Ministry of Education of Ontario. (2004). Developing and organizing ideas. In *Think literacy: Cross-curricular approaches, Grades 7–12* (pp. 108–122). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Writing.pdf>
- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think literacy: Cross-curricular approaches, Grades 7–12: Library research, Grades 7–12* (pp. 25–27). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLibrary.pdf>
- See additional resources under “subject-specific support,” below.

Questioning

- Literacy and Numeracy Secretariat (Producer). (2009, April 21). Dr. Annette Woods: Critical literacy. *Quality Teaching: It's Intentional* [Webcast]. Available at <http://www.curriculum.org/k-12/en/projects/quality-teaching-its-intentional>
- Ministry of Education of Ontario. (n.d.). *Developing thinking skills through higher-level questioning* [Slide presentation]. Available at https://curriculum.adobeconnect.com/_a59783387/thinkingskills
- Giroux, L. (2009). The key to good assessments: Developing good open-response reading test questions for Grade 10 students. *EQAO Connects*, 2. Available at http://www.eqao.com/eMagazine/2009/issue_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41
- Ministry of Education of Ontario. (n.d.). *Encouraging thinking through questions* (Practice and Research. Connections: Adolescent Literacy). Available at http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Questioning/Questioning_8X11.pdf
- Ministry of Education of Ontario (Producer). (n.d.). *Literacies for learning: One approach to questions—Question structure: A four-step strategy*. [Video]. Available at <http://www.edugains.ca/newsite/literacy2/videoocliplibrary.html>
- Ministry of Education of Ontario (Producer). (n.d.). *Shifting how we use questions: Understanding question words* [Video]. Available at <http://www.edugains.ca/newsite/literacy2/adolescent/questioning.html>

RAFTS

- Ministry of Education of Ontario. (2004). Generating ideas: Setting the context (using RAFTS). In *Think literacy: Subject-specific examples, Language/English*. Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish.pdf>
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Reading fluency

- ## Strategy implementation continuum

- ## Students with special education needs

- ## Subject-specific support

- ### Success criteria

- ## Summarizing

- ## Supports for boys' literacy

- ## Text forms and elements

- ## Thinking skills

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**List of
Resources
(2014)
(continued)****Writing forms and elements**

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- Ministry of Education of Ontario. (2005). Writing for a purpose: Using templates. In *Think literacy: Cross-curricular approaches, Grades 7–12: Religious and family life education* (pp. 74–84). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitReligion.pdf>
- See additional resources under “subject-specific support,” above.

Writing to learn

- Literacy and Numeracy Secretariat. (2012, March). *Writing to learn* (Capacity Building Series: Secretariat Special Edition 25). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_WritingtoLearn.pdf

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